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ABSTRACT

Twenty-one research articles originally published in the "Australasian Journal of Gifted Education" over the past decade are collected in this book and address aspects of gifted education including pedagogy and curriculum, policy and practice, social and emotional needs, school and family, neuropsychology and cognition, and special populations. Titles and authors are: "Teaching Primary School Students Talented in Mathematics" (Neil Hall); "A Qualitative Assessment of Gifted and Talented Students Undertaking Research Science Projects" (Aleah Poncini and Laurence Poncini); "Students' and Teachers' Perceptions of Selective Schooling" (Peter O'Brien and Wilma Vialle); "Factors Influencing High Achieving Students in the Secondary School" (Peter Street); "The Reality of Opportunities for Gifted and Talented Students" (Jill Forster); "Ensuring Identification of Disadvantaged and Culturally Diverse Gifted Students in Queensland" (Kay Gibson); "Threats to Gifted and Talented Students' Self-Concepts in the Big Pond: Research Results and Education Implications" (Rhonda Craven and Herbert Marsh); "How Ability Grouping Turns Big Fish into Little Fish--or Does It? Of Optical Illusions and Optimal Environments" (Miraca Gross); "Metacognition and Motivation Orientations of Intellectually Gifted Students" (Lorna Chan); "A Developmental Perspective on the Motivation of Gifted and Talented Students" (Mary Ainley); "The Attitudes of Catholic Primary School Teachers towards Educational Provisions for Gifted and Talented Students" (Susan Smith and Lorna Chan); "How Do Preservice Teachers View Gifted Students? Evidence from a NSW Study" (Neil Carrington and Stan Bailey); "Impacting on Teacher Attitudes toward Gifted Students" (Market Plunkett); "Parents' and Teachers' Perception of Gifted Provision" (Margaret Taplin and Marion White); "Student Views of Differentiated Education for Ability Differences" (Patricia Long); "Neuroscientific Research Findings and Their Potential Application to Gifted Education Practice" (Michael O'Boyle); "Thinking as Evolution in the Brain: Implications for Giftedness" (John Geake); "A Proposed Model Describing the

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Realisation of Gifted Potential" (Louise Porter); "Aboriginal Students Succeeding in the Senior High School Years: A Strengthening and Changing Aboriginality Challenges the Negative Stereotype" (Alan Day); "Constructing a Curriculum Plan for Gifted Students in Small Rural Schools" (Janet Varley and Wilma Vialle); "Sugar, Spice and Puppy Dog Tails: Gendered Perceptions of Talent and High Achievement" (Julie Landvogt and others); "Dual Exceptionality: Gifted Children with Special Needs" (Deslea Kona and Margaret Mornoney). (Individual papers contain references.) (DB)

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